

LAE 6339: Field Experiences Notebook Rubric

Component	Outstanding A+	Excellent A	Good B	Acceptable C	Needs Improvement D	Insufficient or Missing F
Field Hours	Preservice teacher (PST) completed 30 or more field hours. Documentation is clear and verified by the host teacher.	Preservice teacher (PST) completed all 27 field hours. Documentation is clear and verified by the host teacher.	Preservice teacher completed at least 24 field hours. Documentation is evident and overall number of hours is verified by the host teacher.	Preservice teacher completed at least 24 field hours. Documentation is missing or questionable for some individual dates; total number of hours is verified by the host teacher.	Preservice teacher will need to take an incomplete or repeat the course in order to complete minimum number of field hours.	Preservice teacher will need to repeat the course in order to complete minimum number of field hours.
Observations (What? So What? Now What?)	Notebook includes extensive written classroom observations that demonstrate insightful critical thinking and reflecting rather than simple retellings.	Notebook includes thorough written classroom observations that demonstrate critical thinking and reflecting rather than simple retellings.	Notebook includes written classroom observations that demonstrate some thinking and reflecting but likely include retellings of what happened in the classroom.	Notebook includes very brief or occasional written classroom observations. These tend to be mostly retellings of what happened in the classroom.	Notebook includes almost no written classroom observations. What is written tends to be mostly generalized retellings of classroom events.	
Case Study	Very convincing rationale or explanation for selection of case study student is evident, including how “different” was defined;	Convincing rationale or explanation for selection of case study student is evident, including how “different” was defined;	Rationale or explanation for selection of case study student is provided; definition of “different” is implied rather than clearly articulated;	Rationale or explanation for selection of case study student is at least implied; definition of “different” is implied rather than clearly articulated;	This notebook needs to communicate a rationale or explanation for selection of the case study student; PST’s definition of “different” is vague or difficult to understand	

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Case Study (continued)	Writing is creative and demonstrates that the PST has thoughtfully reviewed data (observations, interview, & student work) and considered school or learning from this student's perspective.	Writing demonstrates that the PST has thoughtfully reviewed data (observations, interview, & student work) and considered school or learning from this student's perspective.	Writing demonstrates that the PST has considered data and written from the case study student's perspective.	Writing seems to be done from the case study student's perspective, but the relationship between data and writing isn't as clear as <i>B</i> writings.	There may be writing about the case study student, but the relationship between case study data and writing is vague or unclear.	
Small Group Instruction	PST provides rich documentation and/or artifacts for the group-work assignment s/he created and taught. This lesson might demonstrate exceptional understanding of teaching concepts or creative planning.	PST provides clear and convincing documentation and/or artifacts from the small-group assignment which s/he led or aided students.	PST provides sufficient documentation that s/he led or assisted students in a group-work assignment.	It seems that the PST did lead or assist students during a small group assignment, but the documentation is vague, perhaps only alluded to in observations or reflections.	The PST worked with students, but it isn't clear if this was in a group-work assignment.	
Whole-Class Instruction Including: (1) writing a lesson plan; (2) having your lesson reviewed;	Rich and convincing documentation is provided; this lesson demonstrates exceptional understanding of course concepts .	All five components are convincingly documented; the PST's work reflects a thorough grasp of course concepts;	All five components are documented; the PST's work reflects knowledge of course concepts;	Most of the components are documented;	PST has taught a lesson, but there is only limited evidence of her/his completion of the five components.	

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Instruction (Continued) (3) teaching the lesson; (4) grading or providing feedback to students; (5) obtaining an evaluation from your host teacher		The PST demonstrates notable proficiency in the ability to take on the role of the teacher.	The PST demonstrate proficiency in the ability to take on the role of the teacher.	The PST's work reflects knowledge of the professional responsibilities of taking on the role of the teacher.		
Written Reflection (may be in ongoing writings or an overall reflection of field experiences)	Reflection(s) thoroughly addresses PST's learning from field experiences. Reflection includes generous details, and numerous connections to course concepts or readings.	Reflection(s) thoroughly addresses PST's learning from field experiences. Reflection includes specific details, and some connections to course concepts or readings.	Reflection(s) addresses PST's learning from field experiences. Reflection includes some details but references or connections to coursework are missing.	A reflection(s) is included but what the PST learned is vague or implied. Reflection needs to be supported with details, examples, or references to coursework experiences.	This reflection is too brief or vague to really say anything about the PST's learning from field experiences.	
Overall Field Experiences Notebook (25% of course grade)						

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